DOCUMENT RESUME

ED 222 642 CE 033 474

TITLE	ABE/ESOL Needs Assessment Report.
INSTITUTION	Maryland Univ., Catonsville. Baltimore County. Center for Educational Research and Development.
SPONS AGENCY	Maryland State Dept. of Education, Baltimore. Div. of Instruction.
PUB DATE	[81]
NOTE	58p.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Adult Basic Education; *Educational Needs; *English (Second Language); *Inservice Teacher Education; Needs Assessment; Questionnaires; State Surveys; Teacher Attitudes; Teacher Effectiveness; Teaching Skills
IDENTIFIERS	*Maryland

ABSTRACT

A study examined the training needs of Adult Basic Education (ABE)/English for Speakers of Other Languages (ESOL) teachers in Maryland. To assess the training needs of these teachers, researchers administered questionnaires to teachers and administrators throughout the state and conducted an additional informal needs assessment through on-site visits and inservice training sessions. Data collected during the study affirm the fact that ABE/ESOL teachers in Maryland want more opportunity for professional growth. While the quality of instruction available in the state is adequate, more training is needed for each program. Programs should offer workshops and/or classes for the professional growth of teachers. In addition, the University of Maryland Baltimore County Resource Center should prepare packets containing material for new ESOL teachers pertaining to resources available in the field, cross-cultural awareness, bicultural/multicultural education, and current ESOL methodologies. In addition, the resource center should maintain person-to-person contact with all ESOL teachers in the state. Particularly needed are training programs to familiarize new teachers with new methodologies, testing and evaluation procedures, and strategies for teaching culture. (The survey instruments and tabulations of response data are appended.) (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED222642

ABE/ESOL

NEEDS ASSESSMENT REPORT

Adult Education Special Project Grant
Division of Instruction
Maryland State Department of Education

Needs Assessment And Training
For ABE/ESOL Staffs
Ronald Schwartz, Project Director
ESOL/Bilingual Resource Center
Center for Educational Research
and Development
University of Maryland Baltimore County

CE033474

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

G A Clarson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

OUTLINE

I. Overview

A. Background

B. Purpose of study

C. Project objectives

II. Research Procedures

A. Needs assessment instrument research and development

B. Administration of the needs assessment instrument

C. Informal needs assessment through on-site visits and conduct of training

D. How the data was analyzed and reported

III. Project Findings and Conclusions

A. Report and analysis of the findings

1. Needs assessment

2. On-site visits, staff training

3. Report on the telephone survey conducted for programs in Baltimore, Prince George's and Montgomery Counties.

B. Conclusions

IV. Recommendations

Three year staff development plan

Appendices

A. Teacher Questionnaire - Supervisor's Questionnaire

B. Teacher's and Supervisors' Letters

C. Charts A-1 to 6-4

I. OVERVIEW

A. Background

The need for ESOL (English for Speakers of Other Languages) classes for both adults and children in the State of Maryland is documented by the State Department of Education (MSDE). In 1980 there were approximately 15,000 limited English proficiency (LEP) students in grades K-12 in the State. In addition to the K-12 LEP students, it is estimated that there are about 40,000 adults in Maryland who need ESOL training. During 1980, local ABE/ESOL supervisors reported serving 7,000 of these adults, in programs employing 170 ESOL teachers.

Recognizing the need for competent ESOL adult educators, MSDE invited adult education proposals to conduct a needs assessment and training for ABE/ESOL staffs. In response to the RFP, the Center for Educational Research and Development (CERD) at University of Maryland Baltimore County, (UMBC), received a grant to conduct these activities.

B. Purpose of the needs assessment study

The purpose of the study was to profile the ESOL teaching skills and competencies of the 170 ESOL teachers in the State. The study would provide information to determine immediate and long range training needs for the State ABE/ESOL program. The needs assessment represents the first formal attempt made to determine the training needs of ABE/ESOL teachers (the majority of which are part-time) in the State of Maryland. The proposal approached the problem by addressing the following areas: (1) the implementation of a needs assessment to identify

the training needs of the ABE/ESOL staffs, (2) A subsequent inservice program that would meet the identified needs and (3) the establishment of a resource center which would service the needs of ABE/ESOL staffs.

C. Project Objectives

The following objectives were proposed and conducted:

A. identify existing ESOL teacher training needs assessment instruments,

B. select, adapt and/or develop a needs assessment instrument,

C. prepare a design for administering the instrument,

D. administer the instrument to all supervisors and ESOL teachers in the State,

E. report the results and identify the most needed categories,

F. prepare a plan for inservice ESOL training,

G. conduct the inservice training sessions,

H. evaluate the effects of the staff training activities, and

I. prepare a three-year state ABE/ESOL staff development plan.

II. Research Procedures

A. The needs assessment instrument research and development

The first step of the needs assessment phase was to select an appropriate instrument. Five ESOL teacher training needs assessment instruments were examined. It was found that none of these would serve the purposes of the project. Using the five instruments as guides and examples, a needs assessment was prepared specifically for the project.

It was further refined by CERD staff. Two instruments were developed: one for ABE/ESOL supervisors and another for ABE/ESOL teachers (Appendix A "Teacher Questionnaire" and "Supervisor's Questionnaire").

The "Supervisor's Questionnaire" was designed to provide the following information:

A. number of ESOL teachers in the program,

B. number of teachers working full-time in the program,

C. number of teachers in the program,

D. the names of the ESOL texts used in the program,

E. the language/ethnic groups represented in the program,

F. the supervisor's experience in ESOL, and

G. a list of four ABE/ESOL workshop topics that would be most beneficial to the teachers in the program.

The teacher's questionnaire was designed to obtain the following data:

A. years experience as an ESOL teacher,

B. the highest level of study beyond high school and the area(s) of specialization,

C. previous training in ESOL and related fields,

D. the total number of ESOL students in the teacher's classes and the students' ability levels,

E. the teacher's familiarity with ESOL teaching methods and approaches, testing and evaluation, cross-culture, and general information,

F. the names of ESOL texts used in teaching, and

G. four topics the teacher would like to have presented in an inservice workshop.

B. Administration of the needs assessment instrument

The questionnaire was administered in the following manner: packets were prepared and sent to the supervisors. Each supervisor received the following:

A. a letter explaining the purpose of the questionnaires and a request to distribute them to the teachers in their program (Appendix B),

B. a supervisor's questionnaire, and

C. the teachers' questionnaires to be distributed.

The teacher's questionnaire packet included:

A. a letter explaining the purpose of the questionnaires (Appendix B),

B. the teacher's questionnaire, and

C. an addressed, stamped envelop for returning the completed questionnaire.

C. Informal needs assessment through on-site visits and inservice training

During the time that the questionnaires were being prepared, sent out and returned, the Project proceeded to carry out the second phase of the proposal - inservice training, the establishment of a resource center for ABE/ESOL, and an informal needs assessment. Training was conducted at the request of each local ABE/ESOL program's supervisor. The resource center was established and began to serve the needs of the ABE/ESOL programs throughout the State. An informal needs assessment was carried out during on-site training at regional and state

conferences, through informal conversations with ESOL teachers and supervisors, and through telephone consultations and teachers visits to the resource center. The findings of the informal needs assessment will be reported in Section III of this report.

D. Procedures for analyzing and reporting the data

The primary intent of the needs assessment was to profile the State, the regions, the programs, and finally, each individual teacher. To do so, a data reporting and analyzing system was established. Shells were designed to record data from each individual questionnaire. Questionnaires were combined and reported for each program. Programs were combined for each region and regions were combined to profile the State. The shells were designed to allow the reader to examine each category, to determine the number and percent of teachers responding to each question, and to look at the results of a program, regionally and/or at a state-wide level. Because only 13 of the 24 LEA's reported having ESOL components in their ABE program, it was concluded that the most useful end for analyzing and reporting data woud be statewide.

III. Project Findings and Conclusions

Introduction

So that this report might profile the State as accurately as possible the findings are divided into three parts: A. Report of the findings and an analysis from the needs assessment, B. Report of the informal findings from the on-site visits and in-service training sessions, and C. Report of the administrative telephone survey conducted for ABE/ESOL programs in Baltimore County, Prince George's County and Montgomery County. The programs in part C., are the largest in the State. Between them, they represent 75% (132) of the ABE/ESOL teachers in Maryland. Because these three counties recorded the lowest rate of questionnaire returns a new survey is presently being conducted for Baltimore, Prince George's and Montgomery Counties and the results will be reported at a later date.

A. Report of the findings and an analysis from the needs assessment.

The findings and analysis of the needs assessment are summarized in the following table. Data Sources are reported in Charts A-1 to G-4 . (Appendix C).

It should be noted that the following data is based on a 33 percent teacher response rate.

Table A-1. ABE/ESOL Staff and Enrollment Statistics

1)	ABE/ESOL teaching staff:	182
2)	Number of full time ESOL teachers:	4
3)	Number of ABE programs with ESOL components:	13
4)	Number of ABE/ESOL students:	7,271

Analysis:

Only 54% of the ABE programs in the State of Maryland had ESOL components. These programs were generally located in counties with large urban populations, such as Baltimore County. The Eastern Shore area of the State had the fewest ESOL components in their programs.

The majority of teachers work part-time. The number of weekly teaching hours was not included in the questionnaire, however, supervisors estimated that most teachers work from five to fifteen hours a week.

Table A-2. ESOL teaching experience and preparation

1) Number of years teaching ESOL

0-1 year	1-2 years	3+ years
27%	7%	54%

2) Coursework or workshops background:

a. ESOL methods - 50%
b. Teaching reading - 31%
c. ESOL testing - 17%
d. Cross-Culture - 19%

Table A-2 (continued)

Analysis:

Although more than 50% of the teachers report more than three years ESOL teaching experience, only 50 percent had taken any courses or workshops in the area of ESOL and even a smaller percentage had more than a general introduction to ESOL methodology. The results indicate an obvious need for continued and expanded teacher training in ESOL (and its related fields). It is apparent that training and other support services should reflect this fact. Because of the lack of formal training, there is a definite need for continued follow-up such as one-to-one visits, resource materials, telephone consulting, teacher training packets and other related materials.

Tables B-1 to B-3 Student Population

1) Level of ability: beginning - 48%
intermediate - 36%
advanced - 19%

Analysis:

48% of the LEP student population are beginning ESOL students. Training and other support services should reflect this fact. It is also important to determine why there appears to be a significant attrition rate at the intermediate and the advanced levels. Several possible explanation follow: a. LEP students do not have the need to go beyond the beginning level (an unlikely explanation), b. Upon entering the intermediate and advanced levels of instruction, the LEP's

become discouraged or they are not satisfied with instruction and subsequently drop out of classes. Causes could include inappropriate teaching, materials that are not relevant to their needs of communication, and frustration with their lack of progress as the learning becomes more difficult.

More teacher training needs to be done in the areas of intermediate and advanced teaching of ESOL.

2) Level of cultural understanding by teachers:

group	little	some
Spanish/Hispanic	21%	44%
Korean	36%	26%
Greek	20%	13%
Cambodian	27%	12%
Laotian	24%	10%
Thai	33%	7%
Vietnamese	46%	17%
Chinese	27%	29%
Russian	10%	14%

Analysis:

Teachers reported having a higher level of cultural understanding for Hispanic cultures than for any other group. The results show a limited understanding for all alliance groups.

Cultural understanding of ESOL students plays a significant role in the teaching process; especially if the students are adults. Adults face a multitude of frustrations in learning a new language and if their cultural styles are not understood and compensated for by

the ESOL teacher, their progress is slowed or in many cases stopped.

To date, very little cross-cultural training has been done for the ESOL teachers. (See Table B-4). This is an area that needs more emphasis in both teacher training and support services.

Table B-4. Familiarity with number of techniques for teaching the American culture.

Few or some techniques: 44%

A lot or many techniques: 41%

Analysis:

While most teachers reported a low level of cultural understanding of their ESOL students, almost half of them reported a familiarity with techniques for teaching the "American" culture.

Table C-1. Knowledge of ESOL teaching methods and approaches

method	little	some
Audio-lingual	22%	61%
Situational Reinforcement	39%	44%
Silent Way	66%	17%
Counseling Learning	61%	26%
Suggestopedia	70%	7%
Total Physical Response	66%	15%

This survey found that the majority of the teachers are using and have knowledge of the audio-lingual method.

The ESOL teaching profession has experienced major changes in the areas of teaching methodologies and approaches during the last fifteen years. The new emphasis has been on cognitive learning and communicative competence. The older established methodologies of grammar translation and audio-lingual have been replaced by newer approaches. As shown above, this was not reflected in the report. It appears that most teachers are still using older methods. If true, this could be one of the reasons why the attrition rate is high for intermediate and advanced students. Perhaps their communication needs are not being met.

ESOL teachers need to be trained in the newer methodologies that stress communicative competence.

Tables D-1 to D-2. Knowledge of Teaching Techniques

technique	little	some
Teaching Pronunciation	46%	41%
Listening Comprehension	34%	51%
Teaching Reading	30%	54%
Teaching Writing	39%	45%
Speaking/Conversation	17%	65%
Teaching Grammar	35%	44%
Teaching Fluency	48%	34%
Teaching Vocabulary	18%	65%

Analysis:

Teaching fluency and pronunciation were identified as the areas of the greatest need for training and help. The category-Fluency is significant because adult LEPs need to improve their communicative skills in all areas. It should be noted that there were no areas/categories where the teachers indicated thorough knowledge.

Table E-1 to E-2. Knowledge of Testing Techniques

testing technique	some	many
Listening Comprehension	44%	39%
Accent/Pronunciation	65%	18%
Grammar	39%	45%
Vocabulary	32%	43%
Fluency	52%	22%
Reading Comprehension	34%	48%
Writing	46%	34%
Oral Production	51%	33%

Analysis:

With the exception of testing grammar, the teachers reported a general lack of knowledge in the area of testing and evaluation. In the areas of oral communication, they showed the greatest need for more support. This area should be one of the top priority areas for training and support services.

Tables G-1 to G-4. Knowledge of General Educational Activities and Techniques

activity/technique	little	some
Use of Visuals and other Aids	14%	71%
Evaluation of ESOL Materials	34%	51%
Writing ESOL Objectives	34%	51%
Preparing a Needs Analysis	51%	31%
Commercial Materials Available	48%	36%
Individualizing Instruction	38%	47%
Managing a Multi-leveled Classroom	14%	50%
Preparing Teaching Materials	32%	54%
Games and Songs/Extra Activities	34%	48%
Using Audio-visual Equipment	22%	61%
Counseling the ESOL Student	37%	29%
Identifying Local, State and National Resources	52%	17%

Analysis:

With the exceptions of "using visual aids" and "audio-visual equipment", there exists a need for training in all of the identified areas. For example, fifty-one percent of the teachers reported having from zero to little knowledge of preparing a needs analysis. Without this knowledge, it is difficult to prepare for the ESOL teaching situation. Before entering into and planning for any ESOL teaching situation, the instructor should analyze the needs of the students:

why they are taking ESOL, how they are going to use it, and what expectations they have. To gain this information, a needs analysis should be administered. Using the results and other information, appropriate objectives can be written and lesson planned. Evaluation is a natural final step. If the initial needs are not established along with planned instruction, much time is wasted and students and teachers become frustrated with a lack of direction. Obviously, this is an area that should be dealt with immediately.

Testing Instruments Used in ABE/ESOL Programs

The following list represents the testing and evaluation instruments that were identified as being used in the State.

1. Reading Comprehension (TP)
2. Writing Ability Test (TP)
3. CELT
4. New Horizons Series
5. WRIOT
6. WRAT
7. Job Stations
8. Slossan Oral Reading Test
9. Prince George's Co. Placement
10. APL
11. STELL Structure & Grammar
12. TOEFL Test of English
13. CLOZE Tests
14. P-Rating
15. ESL Oral Assessment
16. Oral Interview (TP)
17. ESL INVESTORY
18. Baltimore Co. Reading Tests
19. Situation Reinforcement Test (IML)

Analysis:

The larger ESOL programs have prepared their own testing and evaluation instruments to meet their particular needs. For some programs,

there are no program-wide tests and the teachers select the instrument they feel fits into their teaching plans. A definite need exists to provide help in preparing or selecting evaluation instruments to meet the objectives of each program and to maintain sample tests, both program and teacher-made, and commercial instruments for use by supervisors and teachers.

Topics for In-Service Workshops

The following areas were identified by ESOL teachers and supervisors as topics for future in-service workshops.

Methodology

New ESOL teaching methods

Suggestopedia

Total Physical Response

Silent Way

Materials

Developing content area lessons

Writing ESOL lessons

Courses

ESOL

Sociolinguistics

Bilingual Methods

Applied linguistics

Psycholinguistics

Teaching Techniques

Teaching grammar

Teaching culture

Teaching conversation

Teaching vocabulary

Teaching pronunciation

Games

Testing and Evaluation

ESOL testing

Writing Objectives

Testing reading skills

Evaluating commercial materials

Placement

Evaluating student progress

Miscellaneous

Preparing for Citizenship exams

ESOL Resources

Multi-level teaching

Working with non-literates

Individualizing instruction

Needs Assessment

Using AV equipment

Analysis:

As indicated by the diverse requests for workshops, the need for continued professional growth is great. Obviously it is impossible to fill every need. Attempts have been made to provide workshops to meet particular identified needs of the ESOL teachers. Using the results of the questionnaires, workshops will be designed to meet the needs of each program's teachers. Where workshops are not feasible or available, handouts and other resources will be given to the teachers.

ESOL Texts in Use by ABE/ESOL Programs

Sixty different texts were identified as being used by teachers. To list them in this report would serve no useful purpose. While some programs use an adopted text or series, others allow their teachers to choose their own texts. The problem of texts will be addressed in the conclusion of this report.

2. Report of the informal findings from the on-site visits and in-

service training sessions.

While the needs assessment instrument was being developed and administered, the project was conducting site-visits and ABE/ESOL staff training throughout the State. From site visits and staff training, an informal profile was developed. The following was noted:

1. Almost all ABE/ESOL teachers work part-time.
2. The levels of teachers' compentencies and experiences vary greatly within each program.
3. Many/Most teachers begin their ESOL teaching without previous ESOL experience, training or supervision.
4. In many cases, programs are unable to provide sufficient training for their teachers because of lack of funds. In these programs, when training is provided, it is generally on a volunteer attendance, non-pay basis. In addition staff development through professional conferences and meetings is similarly on a volunteer, non-pay basis.
5. Several programs do provide staff development in-service programs for which the instructors are paid.
6. Most teachers have very little experience and/or knowledge of the newer teaching methods, techniques and approaches.
7. There is a high level of interest and motivation among the teachers, and they are eager for training and professional development.
8. Many ABE/ESOL supervisors are also in charge of other com-

ponents in the ABE program. In many cases, they have no formal ESOL experience or training. Because of their lack of ESOL experience and the many demands placed on their positions, they are not able to support adequately the ESOL teacher. They need outside expertise.

9. The following areas of most needed staff development were identified during the site visits and training sessions.

   a. Basic classroom ESOL techniques and methodology.
   b. Theory: This includes second language acquisition, surface vs. deep learning, and reading.
   c. Techniques for teaching the four skill areas - listening, speaking, reading, writing.
   d. Testing and evaluation.
   e. Cross-culture.
   f. Curriculum planning.

3. Report on the telephone survey conducted for programs in Baltimore, Prince George's and Montgomery Counties.

As stated previously, the rate of return was very low for the three largest programs in the State. What follows is a profile of these programs. A detailed profile will be made available at a later date.

		Baltimore	Prince George's	Montgomery
1.	Number of teachers	25	30	51
2.	Number of full time teachers	0	0	0
3.	Number of students	1100	1200	1300
4.	Ethnic groups in order of size	Korean Russian XX	Indochinese Asian Hispanic	Hispanic Asian XX
5.	Standard text	No	Yes	Yes
6.	Title of text	XX	New Horizons	Practical English
7.	Placement test	Own	Own	Own
8.	Workshop needs - some; are needed	New Methodologies Multi-level teaching Working with non-literates	Teaching Writing Teaching Reading Teaching Conversation	New methods applying regular techniques to ESOL material adaptation

Analysis:

All three program requests for support were in the areas of in-service, resource materials and consulting. Because of their locations, these programs have the highest percentage of experienced teachers.

Conclusion

This report has attempted to profile the needs of the ABE/ESOL teachers, supervisors and programs in the State. It has identified areas of strengths and weaknesses. It has anlyzed the findings and has offered suggestions for meeting the needs of the teachers.

The following was found overall in all programs in the state:

1) the motivation of the ESOL teachers and supervisors is very high
2) the teachers want more opportunity for professional growth
3) teachers do more than just teach; they befriend their students and help them through the difficult time of learning a new language and adjusting to a new culture.
4) the quality of instruction is adequate but more training is needed for each program.

Recommendations

As a result of the findings, this report suggests the following plan of action over the next two years:

Teacher Training

1. Programs should make every attempt to offer workshops and/or classes for the professional growth of the teachers.
2. The UMBC ABE/ESOL Resource Center should prepare packets containing materials for new ESOL teachers. The packets would contain orientation material on the Resource Center, its services and available

materials (bibliographies on Resource Center books, research articles and free handouts are being developed), cross-cultural awareness, bicultural/multicultural education and several current ESOL methodologies.

3. The Resource Center should maintain person-to-person contact with all of the ESOL teachers in the State. This contact would encourage the teachers to use the Resource Center for consulting, materials, texts and other support services. The Resource Center should inform the teachers of all ESOL events (workshops, conferences, new texts, and courses) happening in their immediate area.
4. At this writing, teacher training video tapes are being prepared by a local K-12 bilingual/ESL program. The Resource Center is cooperating in the production of the tapes. The Resource Center should notify all local ABE/ESOL programs of the availability of these tapes.
5. More work should be done to increase the teachers expertise in all areas that were identified as lacking in the survey. These include new methodologies, testing and evaluation, teaching culture, and other ESOL teaching techniques.
6. Supervisors without ESOL experience should receive more support from the Resource Center. They should be able to use the Center for new teacher orientation, teacher training, and other services such as curriculum development.
7. Programs should be encouraged to provide funding for paying teachers to attend training sessions.
8. Using the results of the questionnaires, the Resource Center should

meet with each program's supervisor and develop a teacher training and support plan.

Program Development

1. Programs should be encouraged to continue developing their individual ESOL components in all areas. It is suggested that each program follow a plan that includes the follcwing steps:
    a. Students' profile,
    b. Needs analysis,
    c. Goals and objectives,
    d. Curriculum,
    e. Text and materials selection, and
    f. Testing and evaluation.

2. Entrance and exit criteria need to be established for all programs.

3. Each program should follow a plan that would include feeding ESOL students into the regular ABE or GED programs. More coordination is needed in this particular area.

4. Supervisors' use of the Resource Center's services should include not only teacher training and materials and handouts, but on-site visits for the purpose of teacher observation, curriculum development, testing and evaluation, and other services.

Resource Center

1. The Center should be maintained at its present level. It should also continue to prepare or purchase packets, video-tapes and other training materials that will allow the supervisors to eventually do all teacher training without outside support.

2. The Center should continue in its attempt to obtain funding from all sectors and to distribute its materials and services to all programs needing assistance. This cooperative effort then would include ABE/ESOL, bilingual/ESOL education, K-12, community colleges, universities and other government and community agencies, and professional organizations. Following this concept, all programs will benefit regardless of availability of funds.

3. The Resource Center should maximize its services to the programs. Supervisors should be encouraged to tell the Center of their needs and to use its services as much as possible.

APPENDIX A

SUPERVISOR'S QUESTIONNAIRE

ADULT BASIC EDUCATION/ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ABE/ESOL)

1. Name _____

2. City or Town (in which ABE/ESOL program is located)

_____

3. County (in which ABE/ESOL program is located). Please check.

Allegany	___	Charles	___	Prince Georges	___
Anne Arundel	___	Dorchester	___	Queen Anne's	___
Baltimore	___	Frederick	___	Somerset	___
Baltimore City	___	Garrett	___	St. Mary's	___
Calvert	___	Harford	___	Talbot	___
Caroline	___	Howard	___	Washington	___
Carroll	___	Kent	___	Wicomico	___
Cecil	___	Montgomery	___	Worcester	___

4. How many students are in the ABE/ESOL program that you supervise? _____

5. How many teachers are in the ABE/ESOL program that you supervise? _____

6. How many of the total number of teachers are employed full-time teaching ABE/ESOL? _____

7. Please write the names of any ESOL texts/series that you use in your ABE/ESOL program. If you require more space, use the back of this sheet.

_____

_____

_____

_____

_____

_____

_____

_____

TEACHER QUESTIONNAIRE

ADULT BASIC EDUCATION/ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ABE/ESOL)

Name _____

City or Town (where you teach) _____

County (where you teach) Please check (✓).

Allegany	___	Charles	___	Prince Georges	___
Anne Arundel	___	Dorchester	___	Queen Anne's	___
Baltimore	___	Frederick	___	Somerset	___
Baltimore City	___	Garrett	___	St. Mary's	___
Calvert	___	Harford	___	Talbot	___
Caroline	___	Howard	___	Washington	___
Carroll	___	Kent	___	Wicomico	___
Cecil	___	Montgomery	___	Worcester	___

Please check (✓) how many years experience you have as an ESOL teacher and whether the experience is teaching K-12 or Adult ESOL.

K-12		Adult ESOL	
less than 1 year	___	less than 1 year	___
1 year	___	1 year	___
2-4 years	___	2-4 years	___
5-7 years	___	5-7 years	___
8-10 years	___	8-10 years	___
more than 10 years	___	more than 10 years	___

Please check (✓) if you have any of the following degrees and write in the area of specialization for each degree.

		Area of Specialization
Some College but less than 4 years	___	_____
Bachelor's Degree	___	_____
Master's Degree	___	_____
Advanced Graduate Specialist	___	_____
Doctoral Degree	___	_____
Other	___	_____

ESOL TEACHING METHODS AND APPROACHES

The following are ESOL teaching methods and approaches. They all involve the four skill areas: listening, speaking, reading and writing. Please indicate if you are familiar with or have some knowledge of each specific method and whether you currently use it.

	Circle the number which best describes your level of knowledge or familiarity with each of the following ESOL methods and approaches. Level of Knowledge None → Great				Please check all teaching methods that you currently use.
Audio-lingual	1	2	3	4	_____
Situational Reinforcement	1	2	3	4	_____
Silent Way	1	2	3	4	_____
Counseling Learning	1	2	3	4	_____
Suggestopedia	1	2	3	4	_____
Total Physical Response (Asher)	1	2	3	4	_____
Others (specify)	1	2	3	4	_____
_____	1	2	3	4	_____
_____	1	2	3	4	_____
_____	1	2	3	4	_____

There are many different techniques and activities for teaching the four skill areas: listening, speaking, reading, and writing. For example, for imporving the speaking/conversational skills of the students, one can use everything from repetition drills to sequencing and role-playing.

	Circle the letter which best describes how many teaching techniques you are familiar with in the following areas. NUMBER OF TEACHING TECHNIQUES FEW → MANY			
Teaching pronunciation	A	B	C	D
Teaching listening comprehension	A	B	C	D
Teaching reading	A	B	C	D

GENERAL

The following is a list of general educational activities and techniques. Circle the number which best describes your level of knowledge or familiarity with each of the following activities and techniques.

	LEVEL OF KNOWLEDGE			
	NONE			GREAT
The use of visuals and other teaching aids.	1	2	3	4
How to evaluate ESOL texts and materials for your specific teaching situation and needs.	1	2	3	4
How to write ESOL instructional objectives.	1	2	3	4
How to prepare a needs analysis.	1	2	3	4
Commercial texts and materials available for use in the ESOL class.	1	2	3	4
How to individualize ESOL instruction.	1	2	3	4
Techniques for working with different ability levels in the same classroom.	1	2	3	4
How to write your own teaching materials to meet the specific needs of your students.	1	2	3	4
How to provide for the transition of the ESOL student into the GED program.	1	2	3	4
How to help your students prepare for the citizenship exam.	1	2	3	4
The use of games, songs and other activities in the classroom.	1	2	3	4
The use of tape recorders, video equipment, etc. in the classroom.	1	2	3	4
Counseling the ESOL student.	1	2	3	4
Community, state and national resources for ESOL teaching.	1	2	3	4

Please write the names of any ESOL texts/series that you use in your ABE/ESOL program.

_____ ____

_____ ____

_____ ____

_____ ____

_____ ____

_____ ____

_____ ____

_____ ____

_____ ____

_____ ____

_____ ____

_____ ____

_____ ____

(If you require more space, use the back of this sheet.)

Read through <u>all</u> the topics listed in this questionnaire and select four topics you would like to see presented in an inservice workshop. List the topics in their order of importance to you.

1. _____

2. _____

3. _____

4. _____

THANK YOU FOR TAKING THE TIME TO FILL OUT THIS QUESTIONNAIRE. WE APPRECIATE YOUR ASSISTANCE.

MSDE 310 ABE Special Project Grant: ABE/ESOL Needs Assessment and Staff Training

Center for Educational Research and Development - UMBC - 11/15/80

APPENDIX B

umbc UNIVERSITY OF MARYLAND BALTIMORE COUNTY
Catonsville, Maryland 21228

Center for Educational Research and Development (301) 455-3124/3200

November 25, 1980

Dear Teacher:

This letter is being sent to you and approximately 160 other Adult Basic Education/English for Speakers of Other Languages (ABE/ESOL) teachers in the State of Maryland. You and your colleagues are involved in teaching approximately 6,000 adult students of limited English proficiency (LEP). The students' level of English proficiency will determine their success on the job market and will be instrumental in their ability to adapt and acculturate in their newly adopted communities.

Two months ago, the Maryland State Department of Education awarded a grant to the Center for Educational Research and Development at the University of Maryland Baltimore County to provide support services for all ABE/ESOL programs in the State of Maryland. During the 1980-81 year we will be conducting the following activities: A needs assessment to determine the support and training needs of the ABE/ESOL teachers in the State, regional ESOL teacher training, and maintenance of an ESOL resource center for use by ABE/ESOL programs and teachers.

In carrying out the needs assessment, we are asking that all ABE/ESOL teachers complete the attached questionnaire and return it in the enclosed addressed, stamped envelope. Your cooperation in completing this questionnaire is requested. The results of the questionnaire will help determine the type of ESOL training we will be offering to you and your program in the near future.

Also enclosed is a description of the Bilingual/ESOL/FL Resource Center at UMBC. All of the services are free and the ABE/ESOL section is being expanded to provide you, the ABE/ESOL teacher, with materials, handouts and consulting services to support you in your teaching effort.

We hope that you'll complete and return the questionnaire as soon as possible. Your response will better enable us to provide the needed services.

Sincerely yours,

Ronald Schwartz

Ronald Schwartz
Director
ABE/ESOL Needs Assessment
and Staff Training Project

RS/smr
Enclosures

December 3, 1980

Dear

Two weeks ago I had the opportunity to speak with you by phone regarding the ABE/ESOL needs assessment and staff training project that we are administering (see attached "Dear Teacher" letter). I mentioned that I would be sending questionnaires to be filled out by your ABE/ESOL teachers. Enclosed, please find the questionnaires. We hope that a high percentage of these questionnaires will be filled out and returned. Your cooperation in getting them to the teachers as soon as possible is requested.

I have also enclosed a "Supervisor's Questionnaire" to be filled out by yourself or the supervisor/coordinator of your ABE/ESOL program.

Originally, we had planned to finish the needs assessment by the end of November. This was to be followed up by regional staff training beginning in December. Since we are behind schedule, I am offering the following to all programs. If there are any specific areas of training you want immediately, please so indicate on the last page of your questionnaire. It would also help if you would show possible dates as to when the training could take place. With this information, I will make every attempt possible to provide on-site training for your program.

During the coming year, we are going to make every attempt possible to provide technical support for your ESOL program.

Thank you for your cooperation.

Sincerely yours,

Ron Schwartz

Ronald Schwartz, Director
ABE/ESOL Needs Assessment and Staff
Training Project

Enclosure
dj

umbc UNIVERSITY OF MARYLAND BALTIMORE COUNTY
Catonsville, Maryland 21228

Department of Modern Languages and Linguistics 301-455-2109

WORKSHOP TOPICS

The ESOL/Bilingual/Foreign Language Resource Center conducts workshops in the following areas. These workshops can be designed to meet the specific needs of your group.

A. Methods/Approaches

____1. Counseling Learning
____2. Silent Way
____3. Lipson's
____4. Situational Reinforcement
____5. Suggestopedia
____6. Total Physical Response
____7. Audio-lingual
____8. Others (Specify)

B. Techniques for teaching

____1. Listening/comprehension
____2. Writing
____3. Reading
____4. Speaking
____5. Grammar
____6. Vocabulary
____7. Games and Songs
____8. Pronunciation

C. ABE Regular Program

____1. Preparing for the citizenship exam.
____2. Preparing students for transtition from the ESOL to the ABE and/or GED program.

D. Miscellaneous

____1. Teaching English or a foreign language for Specific Purposes
____2. Functional Notional English/FL
____3. Preparing A Needs Analysis
____4. Writing Objectives
____5. Lesson Planning
____6. Testing & Evaluation
____7. Curriculum
____8. Writing Special Materials
____9. Using Visuals & Other Teaching Aids
____10. Commercial Texts & Materials
____11. Individualizing ESOL/FL Instruction
____12. Working with Different Ability Levels
____13. Testing, Placing & Exiting the ESOL/FL student
____14. Language Acquisition
____15. Others - (Specify)

E. Cross-Culture

____1. Information about _____culture.
____2. Teaching Culture.
____3. Contrasting the "American" and the _____ Cultures.
____4. Counseling the ESOL/FL student.

F. Academic Areas

____1. (Specify Language) Grammar
____2. Applied Linguistics
____3. Sociolinguistics
____4. Psycholinguistics
____5. History of American English
____6. Literature (Specify Language)

G. Other (Please specify)

In preparation for a workshop, the following information is needed:

1. General

a. Location_____ b. Date(s)?_____

2. Group/Participants Profile

The Profile should include basic information about the participants.

a. background and experience
b. language and ethnic group
c. job description
d. other pertinent information.

3. Objectives

What knowledge/skills/competencies do you want the group to be able to demonstrate as a result of participating in the workshop(s)?

For more information or to make arrangements for a workshop or conference, please contact:

Ron Schwartz Darla Strouse
ESOL/Bilingual/FL Resource Center
Math/Psychology Bldg., Room 009
University of Maryland Baltimore County
Catonsville, Maryland 21228
(301) 455-3238 or 455-2397/2109

Sponsored by:
ESEA Title VII Bilingual Education
M.A. Title VII Training Program (OBEMLA)
MSDE 310 Adult Basic Education Special Project Grant
MSDE Basic Skills Branch, Division of Instruction; ESEA Title VII and Transition Program for Refugee Children
UMBC Department of Education & Department of Foreign Languages & Linguistics, and the Center for Educational Research and Development

APPENDIX C

Table A-1. Data From Supervisor's Questionnaire

Region	County	Teaching Staff	Full-time Teachers	Teacher Response	Experience as ESOL Teacher	Total Number of Students
I	Allegany	No	ESOL			
	Carroll	2	0	2 (100%)	0	25
	Frederick	3	0	3 (100%)	0	56
	Garrett	No	ESOL			
	Howard	8	0	1 (12.5%)	10+	350
	Montgomery	48	?	5 (10.4%)	?	1400
	Washington	2	0	2 (100%)	0	43
	TOTALS	63	0	13 (20.6%)	-	1874
II	St. Mary's	No	ESOL			
	Charles	1	0	1 (100%)	0	17
	Calvert	No	ESOL			
	Prince George's	25	0	8 (32%)	0	1200
	TOTALS	26	0	9 (34.6%)	-	1217
III	Anne Arundel	10	1	10 (100%)	2-4	130
	Harford	4	0	1 (25%)	0	52
	Baltimore Co.	65	1	15 (23%)	0	2600
	Baltimore City	7	2	7 (100%)	0	100
	TOTALS	86	4	33 (38%)	-	2882
IV	Wicomico	4	0	4 (100%)	0	33
	Talbot	No	ESOL			
	Caroline	No	ESOL			
	Cecil	No	ESOL			
	Dorchester	1	0	0	0	15
	Kent	1	0	0	0	15
	Queen Ann	No	ESOL			
	Somerset	No	ESOL			
	Worcester	1	0	0	0	55
	TOTAL	7	0	4 (59%)	-	118
STATE TOTALS		182	4	59 (33%)	-	7,271

Table A-2. ESOL Teaching Experience/Education

REGION	County	Years Teaching ESOL			EDUCATION				COURSEWORK OR WORKSHOPS TAKEN			
		0-1	1-2	3+	Some College	B.A. Degree	M.A. Degree	Ph.D. Degree	ESOL Methods, Techniques	Teach.Read., Language Arts	ESOL Testing	Cross-Culture
I	Allegany		NO		E	S	O	L				
	Carroll	2	0	0	0	1	1	0	1	0	1	0
	Frederick	0	0	3	0	3	3	0	0	0	0	0
	Garrett	N	O	E	S	O	L					
	Howard	0	0	1	0	1	1	0	1	1	1	1
	Montgomery	0	0	5	0	4	2	0	2	0	1	3
	Washington	1	0	1	0	2	1	0	0	0	0	0
	TOTALS	3/23	0	10/76	0	11/58	8/62	0	4/31	1/8	3/23	4/31
II	St. Mary's	N	O	E	S	O	L					
	Charles	1	0	0	0	1	1	1	0	0	0	0
	Calvert	N	O	E	S	O	L					
	Prince George's	1	0	6	0	6	5	0	7	6	1	2
	TOTALS	2/22	0	6/67	0	7/78	6/67	0	7/78	7/78	1/11	2/22
III	Anne Arundel	5	0	5	1	4	5	0	5	3	1	2
	Harford	1	0	1	0	1	1	0	1	0	0	0
	Baltimore Co.	3	3	7	0	13	11	0	12	6	5	3
	Baltimore City	0	0	2	0	2	1	0	1	1	0	0
	TOTALS	9/27	3/9	15/45	1/3	19/58	18/55	0	19/58	10/30	6/18	5/15
IV	Wicomico	2	1	1	0	4	0	0	0	0	0	0
	Talbot	N	O	E	S	O	L					
	Caroline	N	O	E	S	O	L					
	Cecil	N	O	E	S	O	L					
	Dorchester	N	R									
	Kent	N	R									
	Queen Ann	N	O	E	S	O	L					
	Somerset	N	O	E	S	O	L					
	Worcester	N	R									
	TOTAL	2/29	1/14	1/14	1/14	0	4/57	0	0	0	0	0
STATE TOTALS		16/27	4/7	32/54	1/2	41/69	32/54	0	30/50	18/31	10/17	11/19

Table B-1. Student Population; Language Groups Represented/Level of Cultural Understanding

REGION	County	Beginner	Intermediate	Advanced	Total	Literate Native Lang.	SPANISH				KOREAN			
							1	2	3	4	1	2	3	4
I	Allegany	NO		ESOL										
	Carroll	2	0	2	4	4	0	0	0	1	0	0	0	0
	Frederick	39	32	0	62	55	0	0	2	0	0	2	0	0
	Garrett	No	ESOL											
	Howard	NR	NR	NR	NR	NR	0	0	1	0	0	0	1	0
	Montgomery	90	45	0	135	122	0	1	1	2	1	2	2	0
	Washington	11	14	0	25	18	0	2	0	0	0	1	0	0
	TOTALS	142/8	82/4.4	2/.10	226/12	199/11	0	3/23	4/31	3/23	1/8	5/38	3/23	0
II	St. Mary's	NO	ESOL											
	Charles	1	7	1	9	6	0	0	0	1	0	1	0	0
	Calvert	NO	ESOL											
	Prince George's	40	51	25	119	96	0	0	3	4	1	1	3	0
	TOTALS	41/3.4	58/5	26/2	125/11	102/8	0	0	3/33	5/56	1/11	2/22	3/33	0
III	Anne Arundel	50	35	6	91	73	0	3	1	0	1	1	0	2
	Harford	24	3	11	38	17	0	0	2	0	1	0	0	1
	Baltimore Co.	132	133	89	354	297	0	4	4	4	3	3	5	1
	Baltimore City	43	11	3	57	55	0	0	0	0	0	0	0	0
	TOTALS	249/9	182/6	109/4	540/19	442/150		7/21	7/21	4/12	5/15	4/12	5/15	4/12
IV	Wicomico	12	14	5	31	23	1	1	0	0	3	0	0	0
	Talbot	No	ESOL											
	Caroline	NO	ESOL											
	Cecil	NO	ESOL											
	Dorchester	NR												
	Kent	NR												
	Queen Ann	NO	ESOL											
	Somerset	NO	ESOL											
	Worcester	NR												
	TOTAL	12/10	14/12	5/4	31/26	23/19	1/25	1/25	0	0	3/75	0	0	0
STATE TOTALS		444/6.1	336/4.6	141/2.0	922/13	766/11	1/2	11/19	14/24	12/20	10/17	11/19	11/19	4/7

1 = Zero
2 = Little
3 = Some
4 = Great

Table B-2. Language Group Represented/Level of Cultural Understanding (Continued)

REGION	County	GREEK				CAMBODIAN				LAOTIAN				THAI			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
I	Allegany	NO	ESOL														
	Carroll	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Frederick	NO	ESOL														
	Garrett	NO	ESOL														
	Howard	0	0	1	0	0	0	1	0	0	0	1	0	0	0	1	0
	Montgomery	0	1	2	0	2	0	1	0	1	0	1	0	0	0	1	0
	Washington	0	0	0	0	0	1	0	0	0	1	0	0	0	2	0	0
	TOTALS	0	1/8	3/23	1/8	2/15	1/8	3/23	0	1/8	2/15	3/23	0	0	4/31	2/15	0
II	St. Mary's	NO	ESOL														
	Charles	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
	Calvert	NO	ESOL														
	Prince George's	1	1	1	0	1	0	2	0	2	0	2	0	0	3	2	0
	TOTALS	1/11	1/11	1/11	0	1/11	0	2/22	0	2/22	0	2/22	0	1/11	3/33	2/22	0
III	Anne Arundel	1	2	0	1	1	1	1	0	1	0	0	0	1	1	0	0
	Harford	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
	Baltimore Co.	1	3	2	0	4	4	1	0	4	4	1	0	2	1	0	0
	Baltimore City	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0
	TOTALS	2/6	5/15	2/6	1/3	6/18	6/18	2/6	0	4/12	5/15	1/3	0	3/9	2/6	0	0
IV	Wicomico	2	0	0	0	2	0	0	0	1	0	0	0	1	0	0	0
	Talbot	NO	ESOL														
	Caroline	NO	ESOL														
	Cecil	NO	ESOL														
	Dorchester	NR															
	Kent	NR															
	Queen Ann	NO	ES	OL													
	Somerset	NO	ES	OL													
	Worcester	NR															
	TOTAL	2/50	0	0	0	2/50	0	0	0	1/25	0	0	0	1/25	0	0	0
STATE TOTALS		5/8	7/12	6/10	2/3	9/15	7/12	7/12	0	7/12	7/12	6/10	0	5/8	9/15	4/7	0

1 = Zero
2 = Little
3 = Some
4 = Great

Table B-3. Language Group Represented/Level of Cultural Understanding (Continued)

REGION	County	VIETNAMESE				CHINESE				RUSSIAN				OTHERS			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
I	Allegany	NO	ESOL														
	Carroll	0	0	0	0	0	0	0	0	0	0	0	0				
	Frederick	0	2	0	0	0	1	1	0	0	1	1	0				
	Garrett	NO	ESOL														
	Howard	0	0	1	0	0	0	1	0	0	0	0	0				
	Montgomery	0	3	1	0	0	1	3	0	0	0	1	0				
	Washington	0	1	0	0	0	0	0	0	0	0	0	0				
	TOTALS	0	4/46	2/15	0	0	2/15	5/38	0	0	1/8	1/8	0				
II	St. Mary's	NO	ESOL														
	Charles	0	1	0	0	0	1	0	0	0	0	0	0				
	Calvert	NO	ESOL														
	Prince George's	0	3	1	2	0	3	3	0	0	0	2	0				
	TOTALS	0	4/44	1/11	1/11	0	4/44	3/33	0	0	0	2/22	0				
III	Anne Arundel	2	2	2	0	1	1	2	0	1	1	0	0				
	Harford	1	1	0	0	0	1	0	0	0	0	0	0				
	Baltimore Co.	2	6	3	0	0	5	3	3	1	2	0	4				
	Baltimore City	0	0	1	0	0	0	1	0	0	0	1	0				
	TOTALS	5/15	9/27	6/18	0	1/3	7/21	6/18	3/9	2/6	3/9	1/3	4/12				
IV	Wicomico	2	1	0	0	1	1	0	0	0	0	0	0				
	Talbot	NO	ES	OL													
	Caroline	NO	ES	OL													
	Cecil	NO	ES	OL													
	Dorchester	NR															
	Kent	NR															
	Queen Ann	NO	ES	OL													
	Somerset	NO	ES	OL													
	Worcester	NR															
	TOTAL	2/50	1/25	0	0	1/25	1/25	0	0	0	0	0	0				
STATE TOTALS		7/12	20/34	9/15	1/2	2/3	14/24	14/24	3/5	2/3	4/7	4/7	4/7				

1 = Zero
2 = Little
3 = Some
4 = Great

Table B-4. Familiarity with Number of Techniques For Teaching Culture

REGION	County	A	B	C	D
I	Allegany	NO	ESOL		
	Carroll	2	1	1	0
	Frederick	2	0	1	0
	Garrett	NO	ESOL		
	Howard	0	0	0	1
	Montgomery	0	2	4	0
	Washington	2	0	0	0
	TOTALS	4/31	2/15	6/46	1/8
II	St. Mary's	NO	ESOL		
	Charles	0	1	0	0
	Calvert	NO	ESOL		
	Prince George's	0	2	3	3
	TOTALS	0	3/33	3/33	3/33
III	Anne Arundel	3	0	3	1
	Harford	1	1	0	0
	Baltimore Co.	4	2	5	2
	Baltimore City	0	2	0	0
	TOTALS	8/24	5/15	8/24	3/9
IV	Wicomico	4	0	0	0
	Talbot	NO	ESOL		
	Caroline	NO	ESOL		
	Cecil	NO	ESOL		
	Dorchester	NR			
	Kent	NR			
	Queen Ann	NO	ESOL		
	Somerset	NO	ESOL		
	Worcester	NR			
	TOTAL	4/100	0	0	0
STATE TOTALS		16/27	10/17	17/29	7/12

A = Few
B = Some
C = A lot
D = Many

Table C-1 Knowledge of ESOL Teaching Methods and Approaches

REGION	County	AUDIO-LINGUAL				SITUATIONAL REINFORCEMENT				SILENT WAY				COUNSELING LEARNING			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
I	Allegany	NO	ES	OL													
	Carroll	0	0	2	0	1	0	1	0	2	0	0	0	1	1	0	0
	Frederick	0	0	1	2	0	0	2	1	1	1	0	1	1	2	0	0
	Garrett	NO	ES	OL													
	Howard	0	1	0	0	0	1	0	0	1	0	0	0	1	0	0	0
	Montgomery	0	0	1	4	1	0	2	2	1	3	0	0	2	0	1	0
	Washington	0	0	1	1	2	0	0	0	2	0	0	0	2	0	0	0
	TOTALS	0	1/8	5/38	7/54	4/31	1/8	5/38	3/23	7/54	4/31	0	1/8	7/54	3/23	1/8	0
II	St. Mary's	NO	ES	OL													
	Charles	0	1	0	0	0	0	0	1	1	0	0	0	1	0	0	0
	Calvert	NO	ES	OL													
	Prince George's	0	1	0	6	1	1	2	3	3	1	2	1	3	0	3	1
	TOTALS	0	2/22	0	6/67	1/11	1/11	2/22	4/44	4/44	1/11	2/22	1/11	4/44	0	3/33	1/11
III	Anne Arundel	1	2	2	1	1	2	2	1	4	1	0	1	3	0	1	2
	Harford	1	0	1	0	2	0	0	0	2	0	0	0	2	0	0	0
	Baltimore Co.	1	1	4	8	3	4	3	4	5	5	2	0	6	4	3	0
	Baltimore City	1	0	1	0	0	0	1	1	1	0	0	0	1	0	0	0
	TOTALS	4/12	3/9	8/24	9/27	6/18	6/18	6/18	6/18	12/36	7/21	4/12	2/6	14/42	4/12	7/21	3/9
IV	Wicomico	1	2	1	0	1	3	0	0	4	0	0	0	4	0	0	0
	Talbot	NO	ES	OL													
	Caroline	NO	ES	OL													
	Cecil	NO	ES	OL													
	Dorchester	NR															
	Kent	NR															
	Queen Ann	NO	ES	OL													
	Somerset	NO	ES	OL													
	Worcester	NR															
	TOTAL	1/25	2/50	1/25	0	1/25	3/75	0	0	4/100	0	0	0	4/100	0	0	0
STATE TOTALS		5/8	8/14	14/24	22/37	12/20	11/19	13/22	13/22	27/46	12/20	6/10	4/7	29/49	7/12	11/19	4/7

1 = Zero
2 = Little
3 = Some
4 = Great

Table C-2 Knowledge of ESOL Teaching Methods and Approaches (Continued)

REGION	County	SUGGESTOPEDIA				TOTAL PHYSICAL RESPONSE			
		1	2	3	4	1	2	3	4
I	Allegany	NO	ES	OL					
	Carroll	2	0	0	0	1	1	0	0
	Frederick	2	1	0	0	3	0	0	0
	Garrett	NO	ES	OL					
	Howard	1	0	0	0	1	0	0	0
	Montgomery	2	1	0	0	1	3	0	1
	Washington	2	0	0	0	2	0	0	0
	TOTALS	9/69	2/15	0	0	8/62	4/31	0	1/8
II	St. Mary's	NO	ES	OL					
	Charles	1	0	0	0	0	0	0	1
	Calvert	NO	ES	OL					
	Prince George's	4	1	2	0	4	2	1	0
	TOTALS	5/56	1/11	2/22	0	4/44	2/22	1/11	1/11
III	Anne Arundel	5	0	0	2	4	0	1	1
	Harford	2	0	0	0	2	0	0	0
	Baltimore Co.	8	4	1	0	5	5	1	2
	Baltimore City	1	0	0	0	1	0	1	0
	TOTALS	16/48	4/12	1/3	1/3	12/36	5/15	3/9	3/9
IV	Wicomico	4	0	0	0	4	0	0	0
	Talbot	NO	ES	OL					
	Caroline	NO	ES	OL					
	Cecil	NO	ES	OL					
	Dorchester	NR							
	Kent	NR							
	Queen Ann	NO	ES	OL					
	Somerset	NO	ES	OL					
	Worcester	NR							
	TOTAL	4/100	0	0	0	4/100	0	0	0
STATE TOTALS		34/58	7/12	3/5	1/2	28/	11/19	4/7	5/8

1 = Zero
2 = Little
3 = Some
4 = Great

Table D-1 Knowledge of Teaching Techniques

REGION	County	TEACHING PRONUNCIATION				LISTENING COMPREHENSION				TEACHING READING				TEACHING WRITING			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
I	Allegany	N	O		E	S	O	L									
	Carroll	0	2	0	0	0	0	2	0	0	0	1	1	0	2	0	0
	Frederick	1	1	0	1	0	0	1	2	0	1	1	1	0	0	3	0
	Garrett	NO		E	S	O	L										
	Howard	0	1	0	0	0	0	1	0	0	1	0	0	1	0	0	0
	Montgomery	0	1	4	0	1	0	3	1	1	1	3	0	1	1	3	0
	Washington	0	2	0	0	1	1	0	0	0	0	1	1	0	1	0	1
	TOTALS	1/18	7/54	4/31	1/8	2/15	1/8	7/54	3/23	1/8	3/23	6/46	3/23	2/15	4/31	6/46	1/8
II	St. Mary's	NO		E	S	O	L										
	Charles	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1
	Calvert	NO	E	S	O	L											
	Prince George's	2	2	2	2	0	1	3	3	0	1	3	3	1	0	4	2
	TOTALS	2/22	3/33	2/22	2/22	0	1/11	4/44	3/33	0	1/11	3/33	4/44	1/11	0	4/44	3/33
III	Anne Arundel	1	1	3	4	1	3	1	2	1	0	4	2	1	0	1	0
	Harford	2	0	0	0	2	0	0	0	1	0	0	1	1	0	1	0
	Baltimore Co.	1	4	4	5	1	4	4	5	4	2	3	5	3	4	5	2
	Baltimore City	0	1	1	0	1	0	1	0	0	1	1	0	2	0	0	0
	TOTALS	4/12	6/18	7/21	8/24	5/15	7/21	6/18	7/21	6/18	3/9	8/24	8/24	7/21	5/15	8/24	4/12
IV	Wicomico	3	1	0	0	3	1	0	0	2	2	0	0	1	3	0	0
	Talbot	NO		E	S	O	L										
	Caroline	NO		E	S	O	L										
	Cecil	NO		E	S	O	L										
	Dorchester	NR															
	Kent	NR															
	Queen Ann	NO		E	S	O	L										
	Somerset	NO		E	S	O	L										
	Worcester	NR															
	TOTAL	3/75	1/25	0	0	3/75	1/25	0	0	2/50	2/50	0	0	1/25	3/75	0	0
STATE TOTALS		10/17	17/29	13/22	11/19	10/17	10/17	17/29	13/22	9/15	9/15	17/29	15/25	11/19	12/20	18/31	8/14

1 = A Few
2 = Some
3 = A Lot
4 = Many

Table D-2 Knowledge of Teaching Techniques (Continued)

REGION	County	SPEAKING/ CONVERSATION				TEACHING GRAMMAR				TEACHING FLUENCY				TEACHING VOCABULARY			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
I	Allegany	NO	E	S	O	L											
	Carroll	0	0	2	0	0	1	1	0	0	0	1	1	0	0	1	1
	Frederick	0	0	1	2	0	1	1	1	0	1	2	0	0	0	0	3
	Garrett	NO	E	S	O	L											
	Howard	0	0	1	0	1	0	0	0	0	1	0	0	0	0	1	0
	Montgomery	0	0	3	1	0	1	1	3	0	3	2	0	0	1	2	2
	Washington	0	1	1	0	0	1	0	1	0	2	0	0	0	0	1	1
	TOTALS	0	1/8	8/62	3/23	1/8	4/31	3/23	5/38	0	7/54	5/38	1/8	0	1/8	5/38	7/54
II	St. Mary's	NO	E	S	O	L											
	Charles	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	1
	Calvert	NO	E	S	O	L											
	Prince George's	0	0	2	5	0	3	1	3	0	3	2	3	0	0	3	4
	TOTALS	0	0	2/22	6/67	0	3/33	1/11	4/44	0	3/33	2/22	3/33	0	0	3/33	5/56
III	Anne Arundel	1	0	2	3	1	0	2	2	1	1	3	1	1	1	0	4
	Harford	1	1	0	0	1	1	0	0	1	1	0	0	1	0	1	0
	Baltimore Co.	1	1	4	8	1	3	5	5	3	3	2	2	1	2	3	8
	Baltimore City	0	0	2	0	1	1	0	0	1	1	0	0	0	0	2	0
	TOTALS	3/9	2/6	8/24	11/33	4/12	5/15	7/21	7/21	7/21	7/21	6/18	3/9	3/9	3/9	6/18	12/36
IV	Wicomico	1	3	0	0	1	3	0	0	4	0	0	0	2	2	0	0
	Talbot	NO	E	S	O	L											
	Caroline	NO	E	S	O	L											
	Cecil	NO	E	S	O	L											
	Dorchester	NR															
	Kent	NR															
	Queen Ann	NO	E	S	O	L											
	Somerset	NO	E	S	O	L											
	Worcester	NR															
	TOTAL	1/25	3/75	0	0	1/25	3/75	0	0	4/100	0	0	0	2/50	2/50	0	0
STATE TOTALS		4/7	6/10	18/31	20/34	6/10	15/25	11/19	16/27	11/19	17/29	13/27	7/12	5/8	6/10	14/24	24/41

1 = A Few
2 = Some
3 = A Lot
4 = Many

Table E-1 Knowledge of Testing Techniques

REGION	County	LISTENING COMPREHENSION				ACCENT PRONUNCIATION				GRAMMAR				VOCABULARY			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
I	Allegany	N	O		E	S	O	L									
	Carroll	0	0	2	0	0	2	0	0	0	1	1	0	0	0	2	0
	Frederick	0	0	1	2	0	2	0	0	0	1	0	2	0	0	1	2
	Garrett	NO	E	S	O	L											
	Howard	1	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0
	Montgomery	1	1	3	0	1	3	1	0	0	0	1	4	1	0	1	3
	Washington	1	1	0	0	2	0	0	0	1	0	0	1	1	0	1	0
	TOTALS	3/23	2/15	6/46	2/15	4/31	8/62	1/8	0	2/15	2/15	2/15	7/54	3/23	0	5/38	5/38
II	St. Mary's	NO	E	S	O	L											
	Charles	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	1
	Calvert	NO	E	S	O	L											
	Prince George's	2	1	2	2	4	1	2	0	3	0	0	4	2	0	1	3
	TOTALS	2/22	2/22	2/22	2/22	4/44	2/22	2/22	0	3/33	0	1/11	4/44	2/22	0	1/11	4/44
III	Anne Arundel	1	3	0	2	1	3	1	1	2	1	1	2	1	2	1	2
	Harford	1	0	1	0	2	0	0	0	2	0	0	0	2	0	0	0
	Baltimore Co.	2	4	3	5	6	2	5	1	3	2	4	5	2	1	6	5
	Baltimore City	1	1	0	0	0	2	0	0	2	0	0	0	2	0	0	0
	TOTALS	5/15	8/24	4/12	7/21	9/27	7/21	6/18	2/6	9/18	3/9	5/15	4/21	7/21	3/9	7/21	7/21
IV	Wicomico	1	3	0	0	4	0	0	0	3	1	0	0	2	2	0	0
	Talbot	NO	E	S	O	L											
	Caroline	NO	E	S	O	L											
	Cecil	NO	E	S	O	L											
	Dorchester	NR															
	Kent	NR															
	Queen Ann	NO	E	S	O	L											
	Somerset	NO	E	S	O	L											
	Worcester	NR															
	TOTAL	1/25	3/75	0	0	4/100	0	0	0	3/75	1/25	0	0	2/50	2/50	0	0
STATE TOTALS		11/19	15/25	12/20	11/19	21/36	17/39	9/15	2/3	17/29	6/10	8/14	18/31	14/24	5/8	13/22	16/27

1 = A Few
2 = Some
3 = A Lot
4 = Many

Table E-2 Knowledge of Testing Techniques (Continued)

REGION	County	FLUENCY				READING COMPREHENSION				WRITING				ORAL PRODUCTION			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
I	Allegany	NO	E	S	O	L											
	Carroll	1	1	0	0	0	1	1	0	0	2	0	0	0	1	1	0
	Frederick	0	1	1	1	0	0	1	2	0	0	2	1	0	3	0	0
	Garrett	NO	E	S	O	L											
	Howard	1	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0
	Montgomery	1	3	1	0	0	1	1	3	0	1	3	1	1	0	3	1
	Washington	2	0	0	0	1	0	1	0	1	0	1	0	2	0	0	0
	TOTALS	5/38	5/38	2/15	1/8	2/15	2/15	4/31	5/38	2/15	3/23	6/46	2/15	4/31	4/31	4/31	1/8
II	St. Mary's	NO	E	S	O	L											
	Charles	0	0	1	0	0	0	0	1	0	0	0	1	0	0	1	0
	Calvert	NO	E	S	O	L											
	Prince George's	3	2	1	1	2	0	2	2	2	2	3	0	2	3	2	0
	TOTALS	3/33	2/22	2/22	1/11	2/22	0	2/22	3/33	2/22	2/22	3/33	1/11	2/22	3/33	3/33	0
III	Anne Arundel	1	3	1	1	1	2	1	2	1	3	0	2	1	2	0	3
	Harford	1	1	0	0	1	0	1	0	1	1	0	0	1	1	0	0
	Baltimore Co.	4	4	4	1	2	2	3	7	2	6	3	3	4	3	3	4
	Baltimore City	1	1	0	0	1	1	0	0	0	2	0	0	0	1	1	0
	TOTALS	7/21	9/27	5/15	2/6	5/15	5/15	5/15	9/27	4/12	12/36	3/9	5/15	6/18	7/21	4/12	7/21
IV	Wicomico	4	0	0	0	1	3	0	0	3	1	0	0	4	0	0	0
	Talbot	NO	E	S	O	L											
	Caroline	NO	E	S	O	L											
	Cecil	NO	E	S	O	L											
	Dorchester	NR															
	Kent	NR															
	Queen Ann	NO	E	S	O	L											
	Somerset	NO	E	S	O	L											
	Worcester	NR															
	TOTAL	4/100	0	0	0	1/25	3/75	0	0	3/75	1/25	0	0	4/100	0	0	0
STATE TOTALS		15/25	16/27	9/15	4/7	10/17	10/17	11/19	17/29	9/15	18/31	12/20	8/14	16/27	14/24	11/19	18/14

1 = A Few
2 = Some
3 = A Lot
4 = Many

Table G-1 Knowledge of General Educational Activities and Techniques

REGION	County	USE OF VISUALS AND OTHER AIDS				EVALUATE ESOL MATERIALS				WRITING ESOL OBJECTIVES				PREPARE A NEEDS ANALYSIS			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
I	Allegany	NO	E	S	O	L											
	Carroll	0	0	1	1	0	2	0	0	0	1	1	0	1	1	0	0
	Frederick	0	0	0	3	0	0	1	2	0	0	1	2	0	0	2	1
	Garrett	NO	E	S	O	L											
	Howard	0	0	0	1	0	0	0	1	0	0	1	0	0	1	0	0
	Montgomery	0	0	2	3	0	0	2	3	0	1	2	2	2	0	3	0
	Washington	0	0	1	1	1	0	1	0	1	1	0	0	1	1	0	0
	TOTALS	0	0	4/31	9/69	1/8	2/15	4/31	6/46	1/8	3/23	5/38	4/31	4/31	3/23	5/38	1/8
II	St. Mary's	NO	E	S	O	L											
	Charles	0	0	0	1	0	0	1	0	0	0	1	0	0	0	1	0
	Calvert	NO	E	S	O	L											
	Prince George's	0	0	0	7	1	1	2	3	1	1	3	2	1	3	2	1
	TOTALS	0	0	0	8/89	1/11	1/11	3/33	3/33	1/11	1/11	4/44	2/22	1/11	3/33	3/33	1/11
III	Anne Arundel	0	1	2	4	1	3	3	0	1	2	4	0	1	1	3	1
	Harford	0	1	0	1	0	1	1	0	1	0	1	0	0	2	0	0
	Baltimore Co.	0	3	7	4	0	6	5	3	3	2	6	3	5	4	2	2
	Baltimore City	0	0	1	1	0	0	1	1	1	0	1	0	1	1	0	0
	TOTALS	0	5/15	10/30	10/30	1/3	10/30	10/30	4/12	6/18	4/12	12/36	3/9	7/21	8/24	5/15	3/9
IV	Wicomico	0	3	1	0	2	2	0	0	4	0	0	0	4	0	0	0
	Talbot	NO	E	S	O	L											
	Caroline	NO	E	S	O	L											
	Cecil	NO	E	S	O	L											
	Dorchester	NR															
	Kent	NR															
	Queen Ann	NO	E	S	O	L											
	Somerset	NO	E	S	O	L											
	Worcester	NR															
	TOTAL	0	3/75	1/25	0	2/50	2/50	0	0	4/100	0	0	0	4/100	0	0	0
STATE TOTALS		0	8/14	15/25	27/46	5/9	15/25	17/29	13/22	12/20	8/14	21/36	9/15	16/27	14/24	13/22	5/9

1 = Zero
2 = Little
3 = Some
4 = Great

Table G-2 Knowledge of General Educational Activities and Techniques (Continued)

REGION	County	COMMERCIAL MATERIALS AVAILABLE				INDIVIDUALIZING INSTRUCTION				MANAGING A MULTI-LEVELED CLASSROOM				PREPARING TEACHING MATERIALS			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
I	Allegany	NO	E	S	O	L											
	Carroll	1	0	1	0	1	0	0	1	0	1	1	0	0	1	1	0
	Frederick	0	3	0	0	0	0	1	2	0	0	2	1	0	0	2	1
	Garrett	NO	E	S	O	L											
	Howard	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1
	Montgomery	0	2	2	1	0	3	1	1	0	2	2	0	0	0	3	2
	Washington	1	1	0	0	0	2	0	0	0	1	0	1	0	1	0	1
	TOTALS	2/15	7/54	3/23	1/8	1/8	5/38	2/15	5/38	0	4/31	6/46	3/23	0	2/15	5/46	5/38
II	St. Mary's	NO	E	S	O	L											
	Charles	0	1	0	0	0	0	1	0	0	0	1	0	0	0	1	0
	Calvert	NO	E	S	O	L											
	Prince George's	1	2	2	1	0	2	3	2	0	1	4	2	0	2	1	4
	TOTALS	1/11	3/33	2/22	1/11	0	2/22	4/44	2/22	0	1/11	5/56	2/22	0	2/22	2/22	4/44
III	Anne Arundel	1	4	2	0	1	1	3	2	0	1	4	2	0	2	3	2
	Harford	0	2	0	0	1	0	0	1	0	1	0	1	0	1	0	1
	Baltimore Co.	2	2	8	2	1	4	6	3	0	8	3	3	1	5	3	5
	Baltimore City	0	0	1	1	0	2	0	0	0	2	0	0	0	1	1	0
	TOTALS	3/9	8/24	11/33	3/9	3/9	7/21	9/27	6/18	0	12/36	7/21	6/18	1/3	10/30	7/21	8/24
IV	Wicomico	2	2	0	0	1	3	0	0	1	3	0	0	1	3	0	0
	Talbot	NO	E	S	O	L											
	Caroline	NO	E	S	O	L											
	Cecil	NO	E	S	O	L											
	Dorchester	NR															
	Kent	NR															
	Queen Ann	NO	E	S	O	L											
	Somerset	NO	E	S	O	L											
	Worcester	NR															
	TOTAL	2/50	2/50	0	0	1/25	3/75	0	0	1/25	3/75	0	0	1/25	3/75	0	0
STATE TOTALS		8/14	20/34	16/27	5/9	5/9	17/29	15/25	13/22	1/2	20/12	18/31	11/19	2/3	17/29	15/25	17/29

1 = Zero
2 = Little
3 = Some
4 = Great

Table C-3 Knowledge of General Educational Activities and Techniques (Continued)

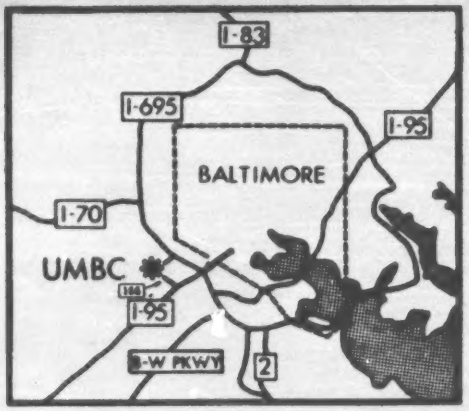
REGION	County	TRANSITION FROM ESOL TO GED				PREP. FOR CITIZENSHIP EXAM				GAMES AND SONG				USING AUDIO-VISUAL EQUIP.			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
I	Allegany	NO	E	S	O	L											
	Carroll	1	1	0	0	2	0	0	0	0	0	1	1	0	0	2	0
	Frederick	2	0	1	0	2	1	0	0	0	1	1	1	0	0	0	3
	Garrett	NO	E	S	O	L											
	Howard	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1
	Montgomery	1	2	2	0	1	3	1	0	0	1	3	1	0	3	2	0
	Washington	1	1	0	0	0	2	0	0	1	0	1	0	0	1	0	1
	TOTALS	5/38	5/38	3/23	0	5/38	6/46	1/8	1/8	1/8	2/15	6/46	4/31	0	4/31	4/31	5/38
II	St. Mary's	NO	E	S	O	L											
	Charles	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	1
	Calvert	NO	E	S	O	L											
	Prince George's	1	3	3	0	2	1	2	1	0	1	1	5	0	0	3	4
	TOTALS	1/11	4/44	3/33	0	2/22	2/22	2/22	1/11	0	1/11	1/11	6/67	0	0	3/33	5/56
III	Anne Arundel	2	3	2	0	1	2	2	2	1	3	2	1	0	1	4	2
	Harford	1	0	0	1	1	1	0	0	1	0	1	0	0	0	2	0
	Baltimore Co.	6	6	1	0	4	3	4	3	1	5	3	3	0	3	7	3
	Baltimore City	1	1	0	0	0	2	0	0	0	1	1	0	1	1	0	0
	TOTALS	10/30	10/30	3/9	1/3	6/18	8/24	6/18	5/15	3/9	9/27	7/21	4/12	1/3	5/15	13/39	5/15
IV	Wicomico	2	2	0	0	3	1	0	0	3	1	0	0	1	2	1	0
	Talbot	NO	E	S	O	L											
	Caroline	NO	E	S	O	L											
	Cecil	NO	E	S	O	L											
	Dorchester	NR															
	Kent	NR															
	Queen Ann	NO	E	S	O	L											
	Somerset	NO	E	S	O	L											
	Worcester	NR															
	TOTAL	2/50	2/50	0	0	3/75	1/25	0	0	3/75	1/25	0	0	1/25	2/50	1/25	0
STATE TOTALS		18/31	21/36	9/15	1/2	16/27	17/29	9/15	7/12	7/12	13/22	14/24	14/24	2/3	11/19	21/36	15/25

1 = Zero
2 = Little
3 = Some
4 = Great

Table G-4 Knowledge of General Educational Activities and Techniques (Continued)

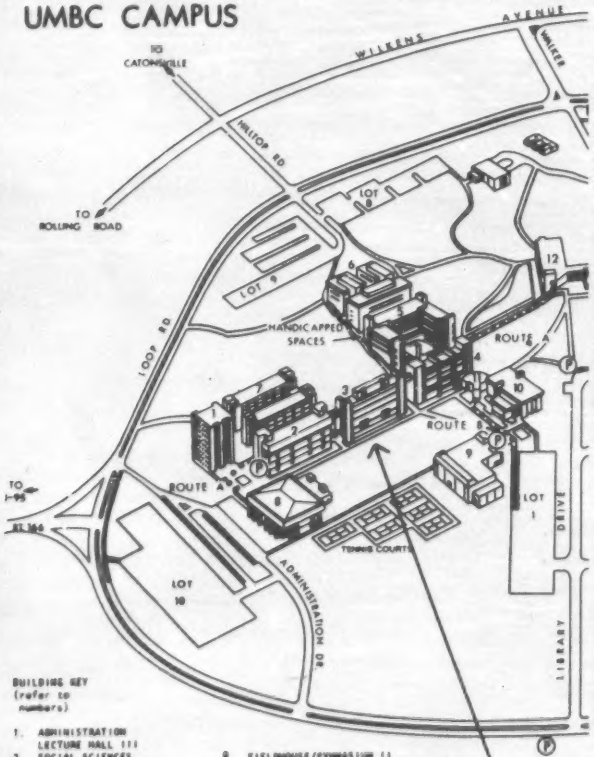
REGION	County	COUNSELING THE ESOL STUDENT				IDENTIFYING LOCAL, STATE, AND NATIONAL RESOURCES			
		1	2	3	4	1	2	3	4
I	Allegany	NO	E	S	O	L			
	Carroll	1	0	0	1	1	0	1	0
	Frederick	1	1	1	0	2	1	0	0
	Garrett	NO	E	S	O	L			
	Howard	0	0	0	1	0	1	0	0
	Montgomery	1	1	3	0	2	2	1	0
	Washington	1	1	0	0	2	0	0	0
	TOTALS	4/31	3/23	4/31	2/15	7/53	4/31	2/15	0
II	St. Mary's	NO	E	S	O	L			
	Charles	0	1	0	0	0	1	0	0
	Calvert	NO	E	S	O	L			
	Prince George's	0	1	2	3	1	4	2	0
	TOTALS	0	2/22	2/22	3/33	1/11	5/56	2/22	0
III	Anne Arundel	1	2	3	1	1	4	2	0
	Harford	0	0	2	0	0	2	0	0
	Baltimore Co.	3	5	4	1	3	6	5	0
	Baltimore City	1	0	1	0	0	1	1	0
	TOTALS	4/12	5/15	5/15	1/3	3/9	7/21	6/18	0
IV	Wicomico	4	0	0	0	4	0	0	0
	Talbot	NO	E	S	O	L			
	Caroline	NO	E	S	O	L			
	Cecil	NO	E	S	O	L			
	Dorchester	NR							
	Kent	NR							
	Queen Ann	NO	E	S	O	L			
	Somerset	NO	E	S	O	L			
	Worcester	NR							
	TOTAL	4/100	0	0	0	4/100	0	0	0
STATE TOTALS		12/20	10/17	11/19	6/10	15/25	16/27	10/17	0

1 = Zero
2 = Little
3 = Some
4 = Great



UMBC is located seven miles from Baltimore city and less than one hour from Washington, D.C. The campus can be reached from Baltimore Beltway Exit 12 West, or from I-95 following the Catonsville exit.

UMBC CAMPUS



BUILDING KEY
(refer to numbers)

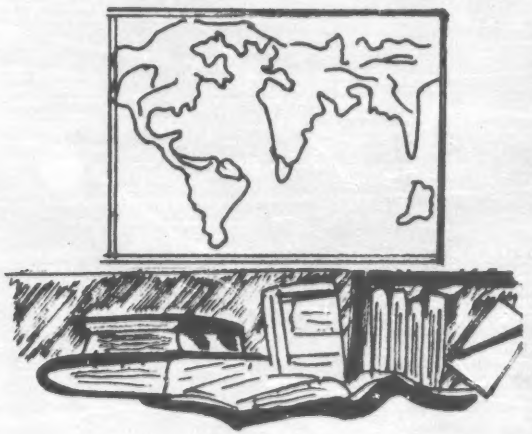
1. ADMINISTRATION
   LECTURE HALL III
2. SOCIAL SCIENCES
3. MATHEMATICS/PSYCHOLOGY
4. BIOLOGICAL SCIENCES
5. CHEMISTRY/PHYSICS
   LECTURE HALL II
6. FINE ARTS
7. ACADEMIC IV
   LECTURE HALL
8. FIELDHOUSE/GYMNASIUM II
   SWIMMING POOL
9. BOOK CENTER
   STUDENT UNION/THEATER
10. GYMNASIUM I
    COMMUTER CAFETERIA
11. LECTURE HALL I
12. LIBRARY

ESOL/Bilingual Resource Center
Math-Psychology Bldg., Room 009
University of Maryland Baltimore County
Catonsville, Maryland 21228

The Resource Center

for

ESOL/Bilingual-Bicultural/
Multicultural/Foreign Language
Education



University of Maryland Baltimore County
Math-Psychology Bldg., Room 009
Catonsville, Maryland 21228
(301) 455-3238

SERVING

Educators, administrators and the community in:

- English for Speakers of Other Languages
- Bilingual/Bicultural Education
- Cross-cultural Education
- Multicultural Education
- Foreign Language Education
- Linguistics

SERVICES PROVIDED

Resource Library

The Center contains a variety of teaching and reference materials including texts, teaching series, audio-visual kits and free resource handouts. Materials are available for loan and the library is open to the public.

Consulting Services

- A telephone service is available to answer questions and requests. Call: (301) 455-3238
- The Resource Center Staff and selected UMBC faculty are available for consultations.
- The Center sponsors professional meetings and conferences.

Staff Development

The Center will develop and conduct teacher training workshops in areas such as methodology, testing and evaluation, curriculum development, and materials selection.

Referral Services

The Center can answer questions concerning community and state educational programs, professional organizations/conferences, and refugee resource needs.

For more information call or write:

Darla Strouse
ESOL/Bilingual Resource Center
Math-Psychology Bldg., Room 009
University of Maryland
Baltimore County
Catonsville, Maryland 21228
Tel. (301) 455-3238

Sponsored by:

ESEA Title VII Bilingual Education

M.A. Title VII Training Program (OBEMLA)

MSDE 310 Adult Basic Education Special Project Grant

MSDE Basic Skills Branch, Division of Instruction; ESEA Title VII and Transition Program for Refugee Children

UMBC Department of Education & Department of Foreign Languages & Linguistics, and the Center for Educational Research & Development